

FORESTBROOK ELEMENTARY

4000 Panther Parkway
Myrtle Beach, South Carolina 29588

GRADES K-5 Elementary School

ENROLLMENT 575 Students

PRINCIPAL Johnny Calder 843-236-8100

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	46	6	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

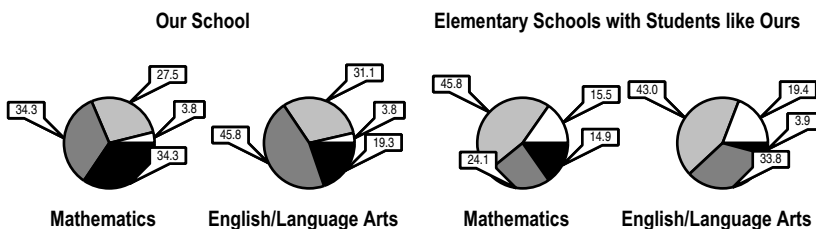
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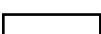
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	45	78	74
Percent satisfied with learning environment	100.0%	97.3%	100.0%
Percent satisfied with social and physical environment	100.0%	98.7%	94.6%
Percent satisfied with home-school relations	100.0%	97.4%	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	293	99.7	3.8	31.1	45.8	19.3	65.2	17.6
Gender								
Male	137	100.0	5.0	38.0	43.0	14.0	57.0	17.6
Female	156	99.4	2.8	25.2	48.3	23.8	72.0	17.6
Racial/Ethnic Group								
White	258	99.6	3.9	30.5	47.2	18.5	65.7	17.6
African-American	24	100.0	4.5	36.4	31.8	27.3	59.1	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	237	100.0	3.2	21.7	53.5	21.7	75.1	17.6
Disabled	56	98.2	6.4	74.5	10.6	8.5	19.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	293	99.7	3.4	30.7	46.4	19.5	65.9	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	290	99.7	2.7	30.5	47.3	19.5	66.8	17.6
Socio-Economic Status								
Subsidized meals	121	99.2	4.9	42.2	38.2	14.7	52.9	17.6
Full-pay meals	170	100.0	2.5	24.2	50.9	22.4	73.3	17.6

Mathematics								
All students	293	99.7	3.8	27.5	34.3	34.3	68.7	15.5
Gender								
Male	137	99.3	5.8	24.0	37.2	33.1	70.2	15.5
Female	156	100.0	2.1	30.6	31.9	35.4	67.4	15.5
Racial/Ethnic Group								
White	258	99.6	3.4	27.8	31.2	37.6	68.8	15.5
African-American	24	100.0	4.5	31.8	54.5	9.1	63.6	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	237	100.0	1.4	22.1	36.9	39.6	76.5	15.5
Disabled	56	98.2	14.6	52.1	22.9	10.4	33.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	293	99.7	3.1	27.5	34.7	34.7	69.5	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	290	99.7	2.7	27.2	34.6	35.4	70.0	15.5
Socio-Economic Status								
Subsidized meals	121	100.0	3.9	37.9	35.9	22.3	58.3	15.5
Full-pay meals	170	99.4	3.1	21.1	33.5	42.2	75.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	101	N/A	7.1	19.4	66.3	7.1	73.5
	Grade 4	113	N/A	1.8	38.4	53.6	6.3	59.8
	Grade 5	114	N/A	8.3	49.1	38.9	3.7	42.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	91	98.9	N/A	13.4	40.2	46.3	86.6
	Grade 4	95	100.0	5.8	34.9	52.3	7.0	59.3
	Grade 5	107	100.0	5.2	42.7	44.8	7.3	52.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	101	N/A	1.0	15.3	28.6	55.1	83.7
	Grade 4	113	N/A	5.4	19.6	24.1	50.9	75.0
	Grade 5	114	N/A	3.7	37.0	27.8	31.5	59.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	91	98.9	2.4	21.7	42.2	33.7	75.9
	Grade 4	95	100.0	2.3	20.9	30.2	46.5	76.7
	Grade 5	107	100.0	6.3	38.5	31.3	24.0	55.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 575)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.5%	Down from 3.0%	2.4%	2.4%
Attendance rate	95.8%	Down from 96.2%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.8%	Up from 13.5%	20.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Down from 12.1%	7.4%	8.0%
Older than usual for grade	0.3%	Down from 1.4%	0.7%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	59.5%	Up from 57.1%	54.0%	50.0%
Continuing contract teachers	97.6%	Up from 87.8%	90.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.5%	Down from 87.3%	88.2%	86.2%
Teacher attendance rate	94.1%	Down from 95.9%	95.8%	95.3%
Average teacher salary	\$42,706	Up 3.5%	\$41,247	\$39,909
Prof. development days/teacher	18.6 days	Up from 15.6 days	10.9 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio	18.9 to 1	Up from 16.9 to 1	19.4 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 90.7%	90.2%	89.7%
Dollars spent per pupil*	\$6,040	Down 1.6%	\$5,616	\$5,892
Percent spent on teacher salaries*	71.9%	Up from 68.8%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forestbrook Elementary School's family experienced many successes during 2002-2003. Our school was nominated as a National Blue Ribbon School of Excellence by the South Carolina Department of Education. We also received an "Excellent" rating again on the South Carolina School Report Card. The Horry County School District presented Forestbrook Elementary School with the Pacesetter Award for the third consecutive year for outstanding student achievement. Julie Lovell, a fourth grade teacher, was named a finalist for the South Carolina Teacher of the Year.

The top priority at Forestbrook Elementary School is academic achievement. We pride ourselves on our ability to meet the needs of all students. Making a difference for each student is our primary focus. Many thanks are due to the students, parents, teachers, support personnel, business partners, volunteers, and community leaders for sharing our vision. The awards for outstanding student achievement that Forestbrook Elementary School has received are the result of the commitment from all stakeholders in the Forestbrook community. Our community-building climate has contributed greatly to these ongoing successes. All stakeholders share the same high expectations for every student and work diligently to ensure no child is left behind.

Our results considerably exceed district, state, and national averages in math and language arts. Forestbrook Elementary School had 100% participation in parent conferences and in parents signing school compacts. Before- and after-school tutorial programs, as well as Saturday School, were continued for students needing additional academic assistance. During the year, educators from across the United States visited to observe Forestbrook Elementary School's exemplary programs. Staff members were asked to present at national, state, and local conferences. We continue to work with our outstanding PTA and School Improvement Council to increase the level of parental and community involvement.

We have challenged each and every student to reach his or her potential. As we plan, we will analyze all data and make decisions that will ensure every student continues to grow. Forestbrook Elementary School will continue to deliver award-winning programs and a world-class curriculum that allow all students to build the foundation needed to enable them to become successful lifelong achievers.

Johnny Calder, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.